Examiners' Report
Lead Examiner Feedback

January 2022

Pearson BTEC Nationals
In Travel & Tourism (20208K)
Unit 2: Global Destinations

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular

qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

Unit 20208K: Unit 2 Global Destinations

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	**0**	**15**	**25**	**35**	**45**

Introduction

This report has been written by the Lead Examiner for the BTEC Unit 2 – Global Destinations. It is designed to help you understand how learners performed overall in the Set Tasks of the task based external assessment. For each activity, there is an analysis of learner performance together with sample responses. We hope this will help you to prepare your learners for future external task based assessments.

It is recommended this report is read in conjunction with all the associated documentation, the Part A: Research tasks, Part B: Set Tasks for the external task based assessment, Part B: Information Booklet and the Mark Scheme.

This was the second task based external assessment/exam series for the Pearson BTEC Level 3 Nationals Extended Certificate, Foundation Diploma, Diploma, Extended Diploma in Travel and Tourism, Unit 2 Global Destinations.

The task based external assessment had a total of 60 marks available.

It was very pleasing to see some excellent responses and an improvement in performance for many. One the whole, it was apparent that learners were prepared and understood the task requirements. This undoubtedly was due to the hard work taking place in centres to fully prepare their learners for this unique assessment. It was noted that most learners attempted all three activities and a range of marks was awarded.

To support centres in preparation for the external task based assessment, it is highly recommended that centres access the material available to download from the Pearson website. Particularly, both of the Sample Assessment Materials (SAMs) which include sample task based external assessments Part A and Part B, Information Booklets and Mark Schemes. In addition, following each external assessment/exam series, the Lead Examiner Report will be available to download here and it is recommended centres access these too.

Some learners needed extra answer sheets to continue their answers, or else wrote on the back page. It is essential that learners please indicate on the answer booklet that there is a continuation elsewhere.

Some used an * 'continues on attached sheet'. Learners are reminded of the need to be concise and that overly long responses may not help in gaining any extra marks but may hinder attainment elsewhere by leaving insufficient time.

Whilst it is appreciated that the assessment requires a lot of writing, examiners have commented on the illegibility of some responses. Learners are reminded to take their time to write as clearly and neatly as they can.

Introduction to the Overall Performance of the Unit

This external task based assessment is in two parts. The first, Part A is issued ahead of the date of the formal assessment and gives details of research tasks learners should carry out. It also includes instructions on what learners are permitted to bring to the formal assessment. Part B includes an Information booklet with information to support the activities; Part B also includes the Set Task – this is the three activities that comprise the formal assessment. The formal assessment should be completed in three hours and has 60 marks available.

Results were really encouraging and indicated the task based external assessment was accessible for learners.

Overall learners tended to enjoy and performed better in activity 2 and activity 3 as they engaged well with the scenarios. Understanding of the concept of TALC and characteristics of its stages was a weakness for many who performed less well on activity 1.

Where numerous blank and incomplete responses were seen, this was probably due to poor exam technique rather than lack of knowledge. Some simply spent too long on one activity and did not observe the time available. Some copied too much of their own research and/or copied all three itineraries in activity 2 leaving insufficient time for activity 3, worth the most marks. Where activity 3 was attempted first, again writing too much on this task impacted on activity 1 and/or 2 where responses were incomplete.

The external assessment successfully discriminated across all ability levels and marks were awarded across all four mark bands of the marking schemes for each activity.

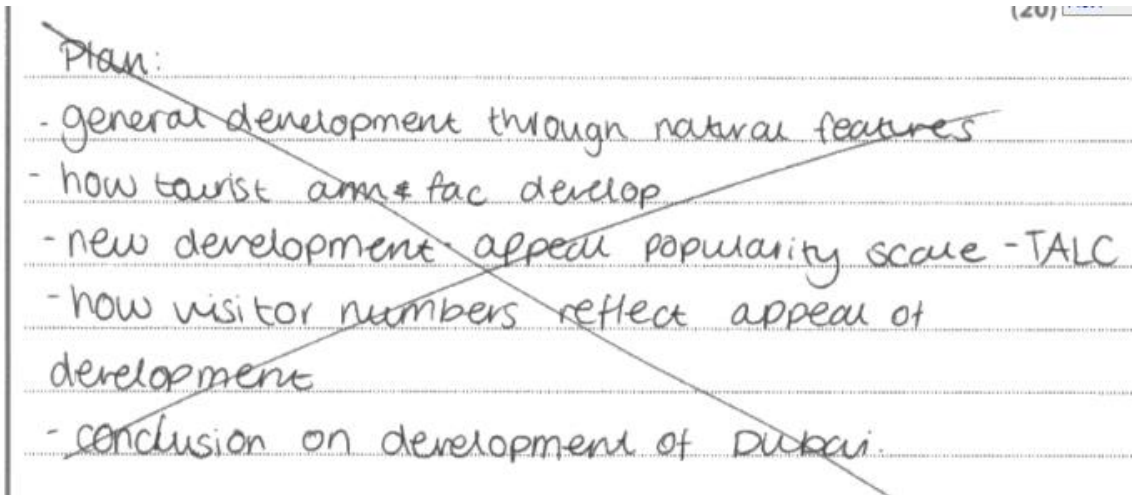
Where learners did not access the higher marks available it was largely due to them not demonstrating skills such as application of knowledge and evaluative abilities.

Too many learners gave descriptive responses, either rewriting information provided or writing up their research notes with little regard to the specific requirements of the task. Many did not demonstrate an ability to be selective with the research information gathered or that presented.

For example, one of the main skills required for activity 2 was the ability to assimilate and interpret all the information provided in the cruise itineraries and to then discriminate which were the most relevant aspect for each option with reference to the customers' needs and requirements. Only the most able demonstrated this skill and provided clear, focused evaluations leading to a justified recommendation. In the main learners described each itinerary option with sporadic summative comments about advantages and disadvantages.

Throughout the assessment activities there is clear need to support learners in how to be selective of information and how to build this into a structured response that addresses the requirements of each activity and to avoid simply copying out notes or rewriting stimulus material.

It was very pleasing to see many learners had planned their responses using the task and answer booklet to sketch out a structure and content – this was then crossed out to show where the responses started, an excellent technique.


Plan:
- general development through natural features
- how tourist amn & fac develop
- new development - appeal popularity scale - TALC
- how visitor numbers reflect appeal of development
- conclusion on development of Dubai.

Exam management was a weak area for many. Ahead of the formal assessment learners need to plan the time they need to spend on each activity. For instance they should plan to spend less time on Activity 2 which has the fewest marks (16) and the most time on Activity 3 with the highest number of marks (24). It is vital that learners read all the information available before even attempting to write an answer to an activity. Part of the time allowed for each activity should be for 'reading/absorbing' and 'planning'.

There was evidence that some learners struggled to incorporate all the elements of each activity. They needed to first identify the specific requirements of the activity, then consider the information available ie their research notes and/or the information provided and then to be focused and only select the relevant details needed for the activity. Many were tempted to include everything and often lost focus – such accounts were generalised with little consideration of the task requirements resulting in the lower marks being awarded. For the higher marks, they needed to show they had differentiated between all that was available, the specific details they needed and what was irrelevant. So for instance, deciding and selecting which elements of their own research were the most relevant to the activity. This is something that centres and learners can certainly improve and work on going forwards.

There were two aspects of Activity 2 and Activity 3 - an evaluation and a justified recommendation. Many learners seemed to struggle to write an evaluation and tend to offer disjointed, often descriptive responses that would identify an advantage but not expand on the point to link to the context of the activity. As reported in the last series though not as prevalent, learners apparently missed the requirement for a recommendation and did not provide one, others just offered a couple of sentences. Providing a justified recommendation is a key element of both activities, again with guidance and practise learners can seek to improve the skills needed. This needs to draw on the findings of the evaluation and contain judgements made should be supported with relevant evidence.

Individual Questions

The following section considers each activity on the Part B Set Tasks, task based external assessment, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment documentation mentioned above and the corresponding mark scheme.

Activity 1

In Part A the research preparation for Activity 1, learners were provided with a brief introduction to Dubai and required to conduct research into four features and aspects of Dubai. In Part B, the Set Task for Activity 1 required learners to write an article that explained how Dubai has developed as a tourist destination. They were instructed that in their article they needed to make reference to the characteristics of the Development stage of the TALC model in Dubai and the features that give Dubai global appeal.
They needed to use their own research and the TALC model provided in the Information booklet to support their article. This activity was worth 20 marks.

There was an improvement this series. Some really excellent responses were seen and it was evident learners enjoyed the activity and that most had conducted sufficient and appropriate research. Many displayed knowledge and understanding of the global appeal of Dubai, particularly where they wrote about its image for luxury, high end offer, uniqueness and continuous development. A range of responses were seen and marks across the four mark bands were accessed. The majority of learners gained mark band 2 or mark band 3 marks.

However, as stated earlier learners really need to take a pause before attempting any of the activities. In this series many had not realised the question puts Dubai at the Development Stage and some learners suggested it was at Stagnation or other stages; some did not see the requirement for an explanation of 'how' the destination had developed and gave descriptive accounts. Overall the key weakness that hindered achievement was a limited understanding of the TALC model and its stages.

Where the lower marks were awarded a number of other common

issues were observed:

- Inability to apply knowledge and understanding of appeal of destinations to Dubai and the task. Learners did not select the key information from their research notes to highlight the key features that give global appeal.
- Responses copied out from research notes that included very detailed information about particular hotels or restaurants or attractions and did not meet the requirements.
- Descriptions or lists of features of Dubai with no link or reference to how they affected appeal
- Responses where material that could be credited was often 'buried' within a substantial amount of general information about Dubai
- Inability to apply knowledge of the theoretical TALC model to Dubai. Learners did not select relevant information from their own research that linked to the characteristics of Development stage
- Time wasted by copying descriptive text, including the Part A stimulus limited the achievement of the higher marks.

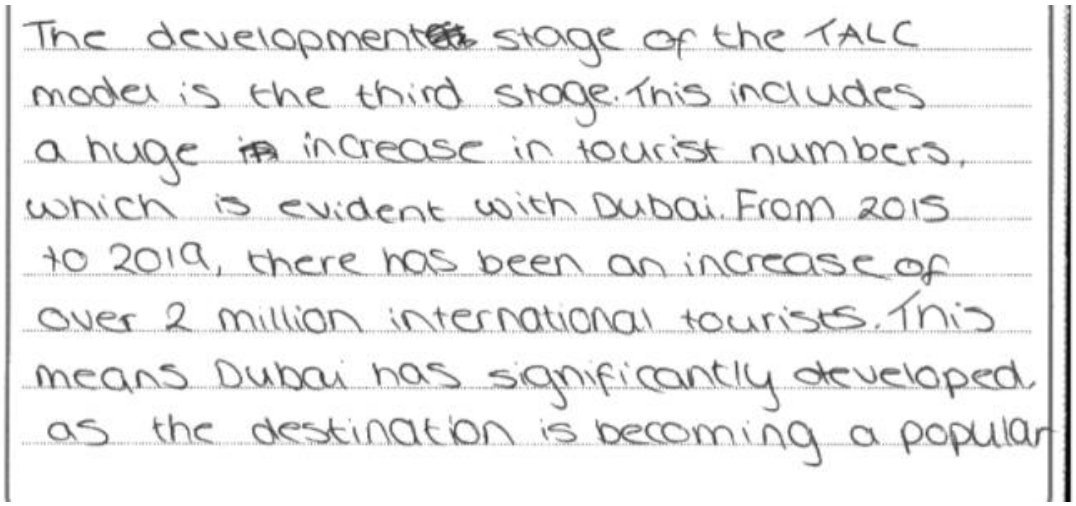
Where the higher marks were achieved, understanding of the TALC model stages and characteristics was more evident. Responses reflected an element of planning, organisation and selection from research notes and a dissection of the activity requirements was evident. This time spent in preparation was well worth it where it resulted in more focused and cohesive explanatory accounts that fully met task requirements and the higher mark bands.

Other factors that aided achievement of the higher marks included:

- Selection of a range of appropriate and named examples from research notes with an explanation of how these gave Dubai 'global appeal'. The focus on appeal (and global appeal) was a stronger element in responses and links to development stage were often implicit or implied for example linking with the characteristics of the development stage e.g. development of infrastructure/transport hubs etc.
- Responses with a clearly structured approach which started with either the chronological growth of Dubai with its ascent to a position of global appeal or linked directly with the TALC model. Some worthy of marks in marks band 4 clearly understood TALC and some suggested Dubai is moving towards consolidation whereas others showed their understanding of TALC by saying that stagnation stage was a long way off in the future as Dubai was so innovative in building new attractions and structures and finding new markets.
- Responses that used the TALC model (visitor numbers over time) and used their research on visitor numbers to link to the Development stage

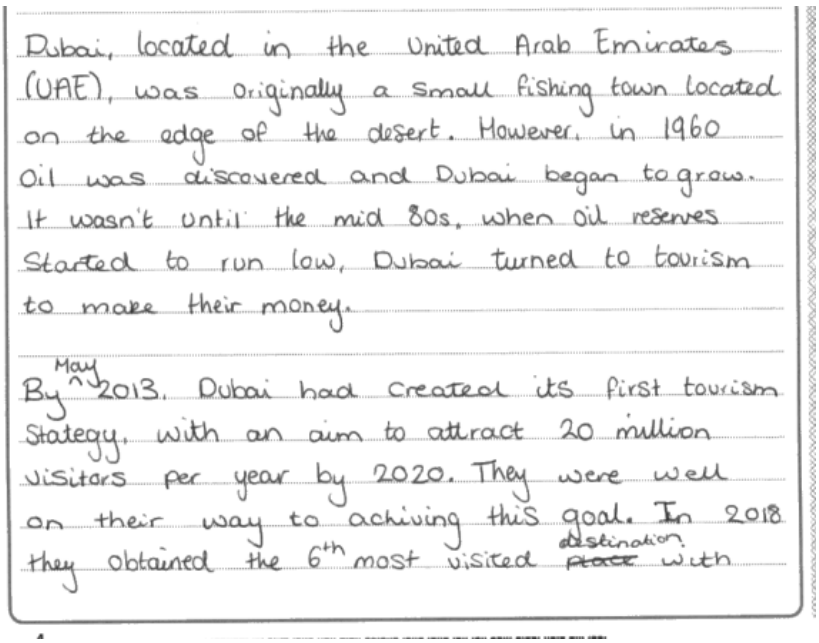
and were able to highlight that tourist numbers are still increasing at a rapid rate

- Responses that made connections to the characteristics Development stage as shown here

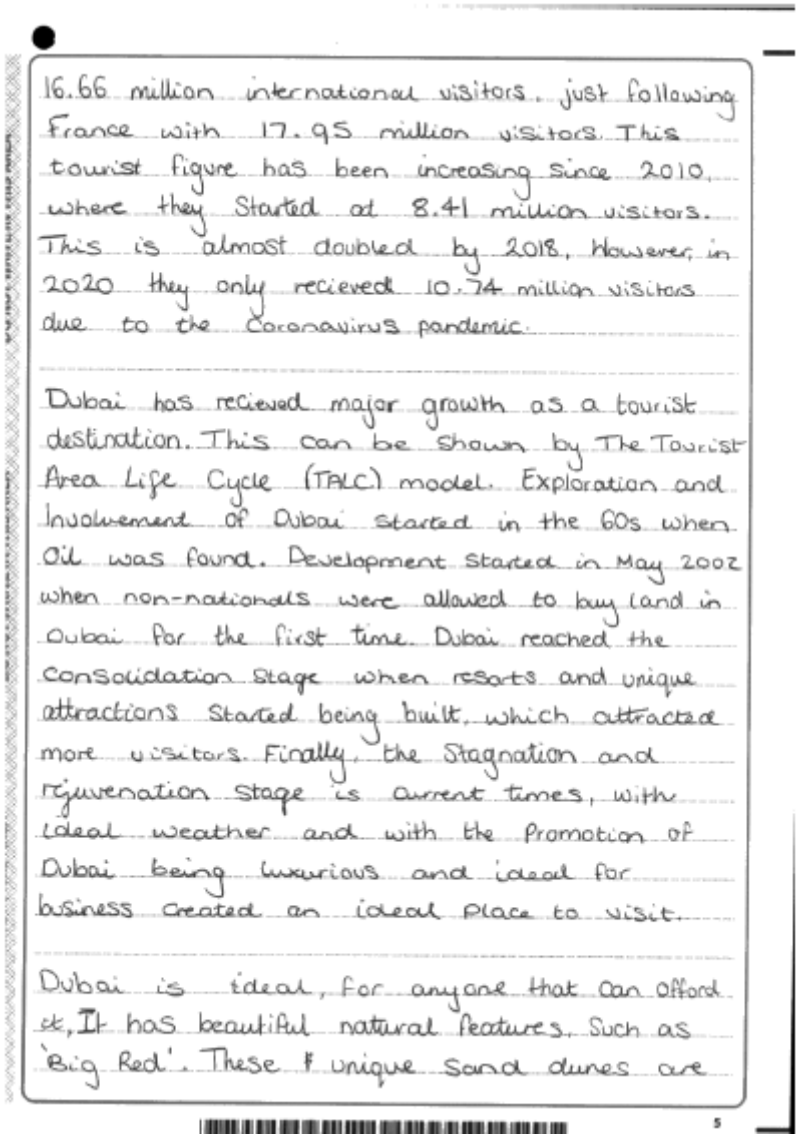

The development stage of the TALC model is the third stage. This includes a huge increase in tourist numbers, which is evident with Dubai. From 2015 to 2019, there has been an increase of over 2 million international tourists. This means Dubai has significantly developed, as the destination is becoming a popular

Sample learner responses

This response gained 8 marks:


Dubai, located in the United Arab Emirates (UAE), was originally a small fishing town located on the edge of the desert. However, in 1960 oil was discovered and Dubai began to grow. It wasn't until the mid 80s, when oil reserves started to run low, Dubai turned to tourism to make their money.

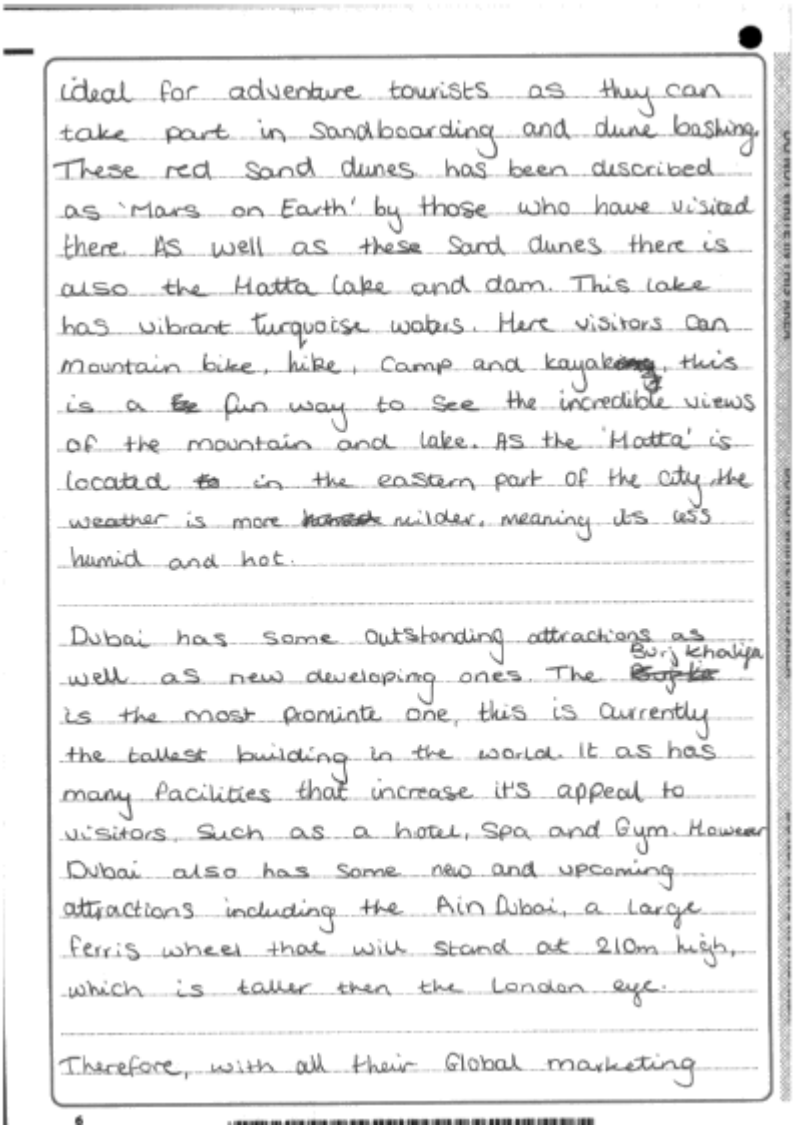
By May 2013, Dubai had created its first tourism Stategy, with an aim to attract 20 million visitors per year by 2020. They were well on their way to achiving this goal. In 2018 they obtained the 6th most visited ~~place~~ destination with



16.66 million international visitors, just following France with 17.95 million visitors. This tourist figure has been increasing since 2010, where they started at 8.41 million visitors. This is almost doubled by 2018, However, in 2020 they only recieved 10.74 million visitors due to the Coronavirus pandemic.

Dubai has recieved major growth as a tourist destination. This can be shown by The Tourist Area Life Cycle (TALC) model. Exploration and Involvement of Dubai started in the 60s when oil was found. Development started in May 2002 when non-nationals were allowed to buy land in Dubai for the first time. Dubai reached the consolidation stage when resorts and unique attractions started being built, which attracted more visitors. Finally, the Stagnation and rejuvenation stage is current times, with ideal weather and with the promotion of Dubai being luxurious and ideal for business created an ideal place to visit.

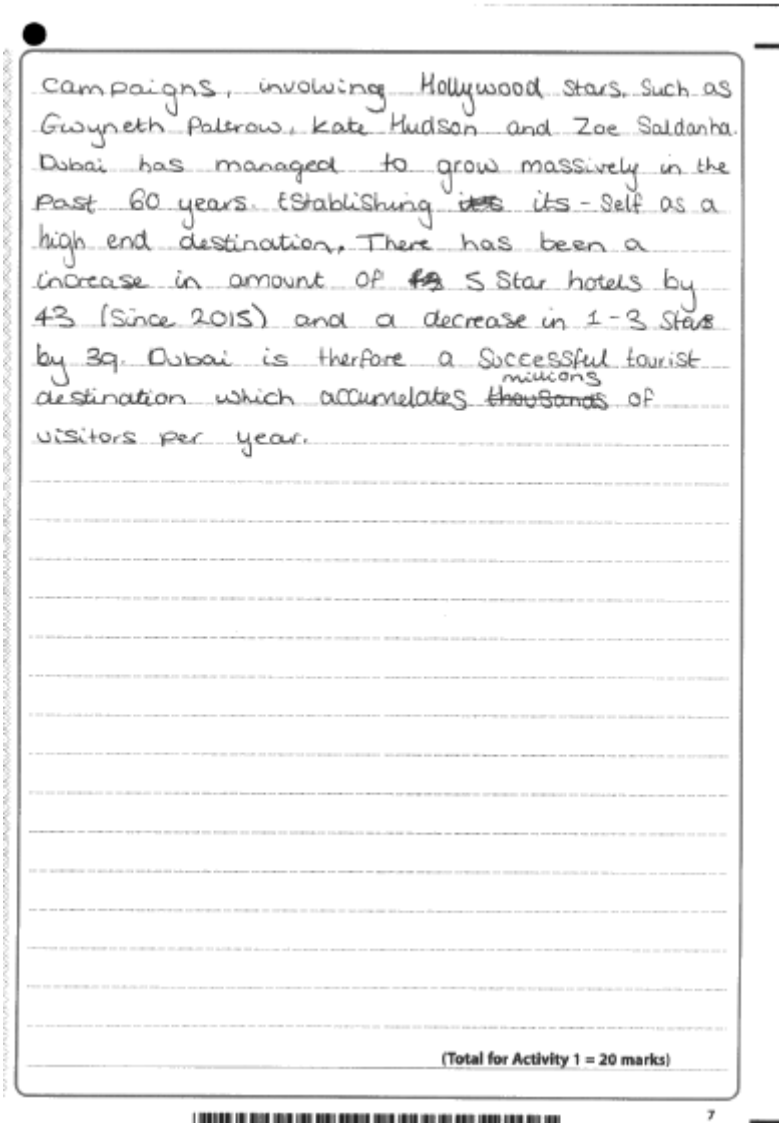
Dubai is ideal, for anyone that can afford it, It has beautiful natural features, Such as 'Big Red'. These # unique sand dunes are



Ideal for adventure tourists as they can take part in Sandboarding and dune bashing. These red sand dunes has been discribed as 'Mars on Earth' by those who have visited there. AS well as these Sand dunes there is also the Hatta lake and dam. This lake has vibrant turquoise waters. Here visitors can mountain bike, hike, camp and kayak, this is a fun way to see the incredible views of the mountain and lake. AS the 'Hatta' is located in the eastern part of the city, the weather is more milder, meaning its less humid and hot.

Dubai has some outstanding attractions as well as new developing ones. The Burj Khalifa is the most prominte one, this is currently the tallest building in the world. It as has many facilities that increase it's appeal to visitors, such as a hotel, Spa and Gym. However Dubai also has some new and upcoming attractions including the Ain Dubai, a large ferris wheel that will stand at 210m high, which is taller then the London eye.

Therefore, with all their Global marketing



campaigns, involving Hollywood stars. Such as Gwyneth Paltrow, Kate Hudson and Zoe Saldanha. Dubai has managed to grow massively in the past 60 years. Establishing ~~its~~ its - self as a high end destination. There has been a increase in amount of ~~5~~ 5 Star hotels by 43 (since 2015) and a decrease in 1-3 Star by 39. Dubai is therfore a successful tourist destination which accumelates ~~thousands~~ millions of visitors per year.

(Total for Activity 1 = 20 marks)

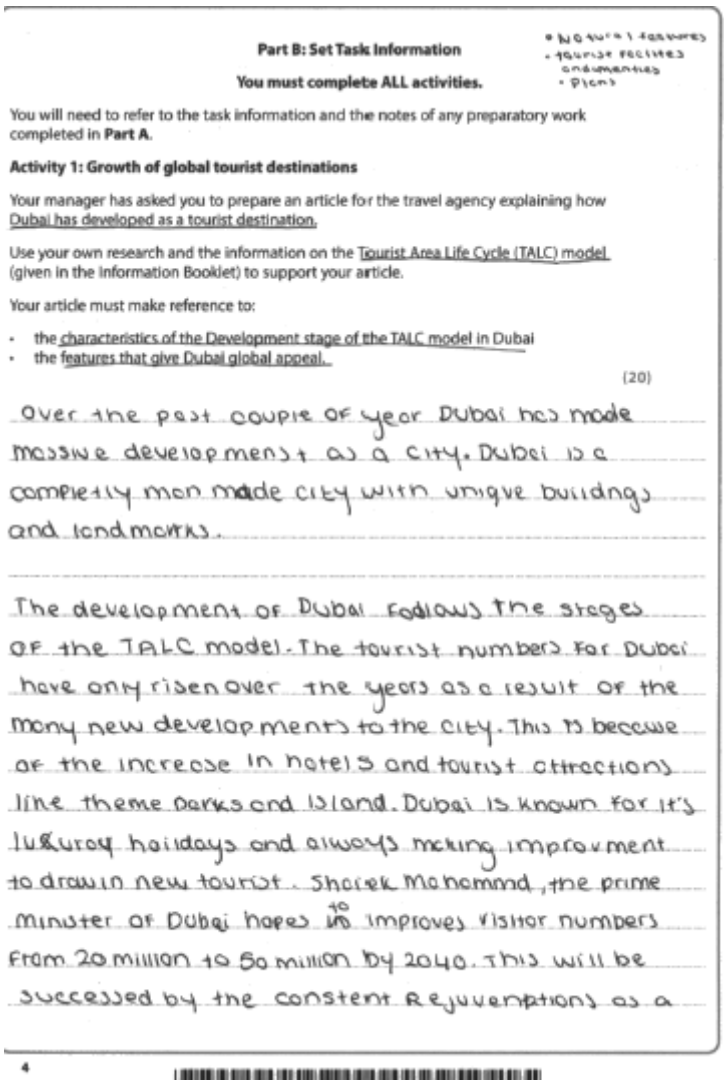
7

In this response, there is a chronological description of the growth of Dubai with use of data on visitor numbers from research. There is use of research evidence with examples of features showing global appeal. Although few named examples of features giving global appeal are provided there is some explanation a d understanding. There is reference to the TALC and stages shown on the model. Some links to the characteristics are implied and there is some confusion with the suggestion Dubai is beyond Consolidation.

Overall there is adequate knowledge and understanding of the key aspects affecting Dubai's global appeal and its development. The learner has attempted to use research with data on visitor numbers although named examples of features are limited. There is an awareness of the stages of the TALC.

Note that the evidence is presented as an 'article' as per the requirements. There is a title, organisation and structure with introduction, use of paragraphs and conclusion reflecting some planning and logic this is all good practice for this assessment.

This response gained 11 marks



Part B: Set Task Information

You must complete ALL activities.

- Natural features
- tourist facilities
  entertainment
- Plans

You will need to refer to the task information and the notes of any preparatory work completed in **Part A**.

Activity 1: Growth of global tourist destinations

Your manager has asked you to prepare an article for the travel agency explaining how Dubai has developed as a tourist destination.

Use your own research and the information on the Tourist Area Life Cycle (TALC) model (given in the Information Booklet) to support your article.

Your article must make reference to:

- the characteristics of the Development stage of the TALC model in Dubai
- the features that give Dubai global appeal.

(20)

Over the past couple of year Dubai has made massive developments as a city. Dubai is a completly man made city with unique buildings and landmarks.

The development of Dubai fodlows the steges of the TALC model. The tourist numbers for Dubai have only risen over the years as a result of the many new developments to the city. This is because of the increase in hotels and tourist attractions like theme parks and island. Dubai is known for it's luxuroy holidays and always making improvment to draw in new tourist. Sheiek Mohammd, the prime minister of Dubai hopes to improves visitor numbers from 20 million to 50 million by 2040. This will be successed by the content Rejuvenations as a

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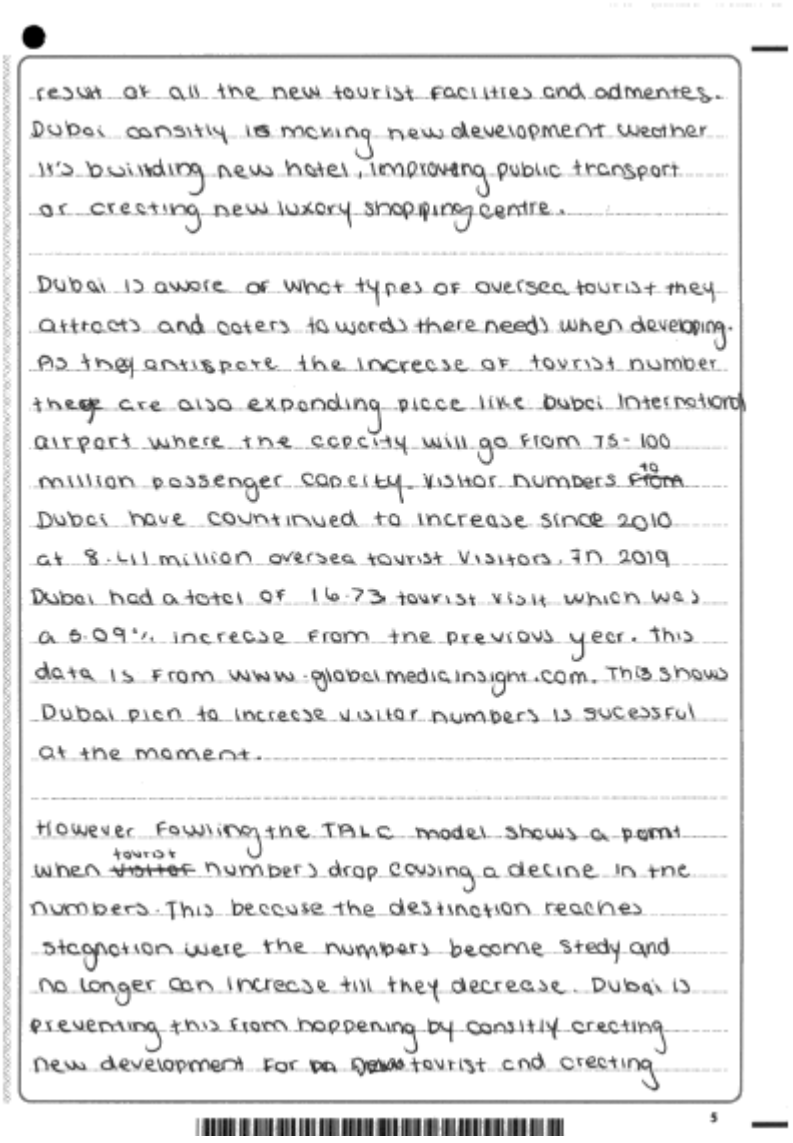
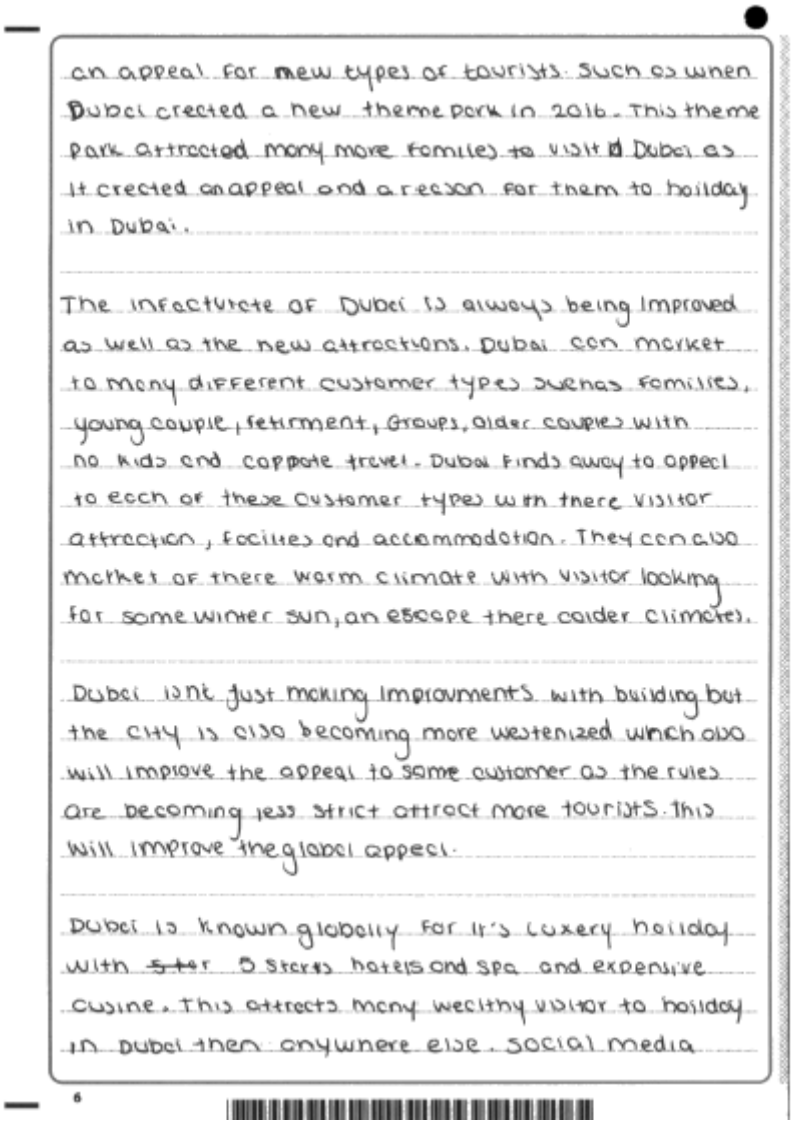


result of all the new tourist facilities and adventes. Dubai consitly is making new development weather it's building new hotel, improving public transport or creating new luxory shopping centre.

Dubai is aware of what types of oversea tourist they attracts and caters to words there needs when developing. As they anticipate the increase of tourist number there are also expanding place like Dubai International airport where the capacity will go from 75-100 million passenger capcity. visitor numbers to Dubai have continued to increase since 2010 at 8.41 million oversea tourist visitors. In 2019 Dubai had a total of 16.73 tourist visit which was a 5.09% increase from the previous year. this data is from www.globalmediainsight.com. This shows Dubai plan to increase visitor numbers is sucessful at the moment.

However Fowling the TALC model shows a point when tourist numbers drop causing a decline in the numbers. This because the destination reaches stagnation were the numbers become stedy and no longer can increase till they decrease. Dubai is preventing this from happening by consitly creating new development for tourist and creating

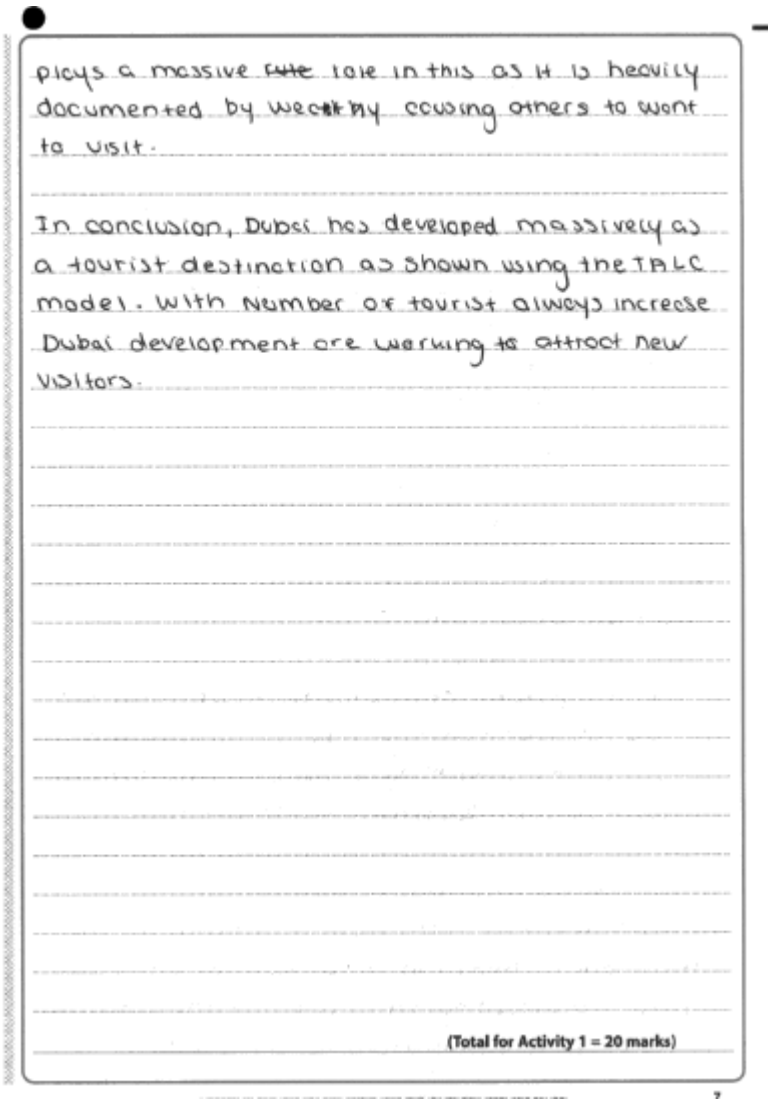


an appeal for new types of tourists. Such as when Dubai created a new theme park in 2016. This theme park attracted many more familes to visit Dubai as it created an appeal and a reason for them to holiday in Dubai.

The infastructe of Dubai is always being improved as well as the new attractions. Dubai can market to many different customer types such as families, young couple, fetirment, Groups, older couples with no kids and coppate travel. Dubai finds away to appeal to each of these customer types with there visitor attraction, facilites and accommodation. They can also market of there warm climate with visitor looking for some winter sun, an escape there colder climates.

Dubai isnt just making improvments with building but the city is also becoming more westenized which also will improve the appeal to some customer as the rules are becoming less strict attract more tourists. This will improve the global appeal.

Dubai is known globally for it's luxery holiday with ~~5 star~~ 5 Stars hotels and spa and expensive cusine. This attracts many wealthy visitor to holiday in Dubai then anywhere else. Social media



plays a massive ~~role~~ role in this as it is heavily documented by ~~we~~ ~~by~~ ~~by~~ causing others to want to visit.

In conclusion, Dubai has developed massively as a tourist destination as shown using the TALC model. With number of tourist always increase Dubai development are working to attract new visitors.

(Total for Activity 1 = 20 marks)

This is a good response that offers an explanation of the development of Dubai as a tourist destination and its global appeal. The response is focused on the task requirements and has a logical structure.

Overall, the learner demonstrates good knowledge and understanding of the key features affecting the global appeal of Dubai in the Development stage of the TALC. Some relevant examples from the learner's own research are used to support the explanation and there are links to the model in the Information Booklet.

Activity 2

In Part A there was no research preparation needed for Activity 2. In Part B, in the Set Task for Activity 2 details of three possible Caribbean cruise itinerary options were provided in the Information Booklet. In addition, learners were given a brief scenario with details of the needs and circumstances of customers seeking advice on the most suitable cruise itinerary for them. Learners were required to consider the needs and circumstances of the customers and each cruise option and write an email to the customers. In the email, learners needed to provide an evaluation of each of the proposed cruise options, based on the consideration of the customers' needs and a justified recommendation of the most suitable option. This activity was worth 16 marks, the least for any activity on the paper. A range of responses were seen and marks across the four mark bands were accessed. The majority of learners gained mark band 2 or mark band 3 marks.

This was a popular activity that the majority of learners seemed to enjoy. Most made good use of the information provided and some wrote at length. Many learners demonstrated their understanding of the travel and tourism industry and a recognition of unstated and stated customer needs. Particularly the needs of the grandmother and the complexities of having a broad age range of siblings and how difficult it can be to keep everyone happy. Most learners evaluated all three options and considered their suitability. Many learners went further demonstrating great sales and customer service skills such as up-selling grandmother's seat to extra leg room or first class to make her more comfortable. Learners really understood the balance of taking children out of school and the importance of education.

Most responded to the context in the terms of producing an email 'Dear customers' with an introduction summarising the situation and offering more help 'please contact me if I can help further' before signing off.

However, as observed for Activity 1, exam technique was a weakness for many learners. A number of issues were identified including that many learners did not really know how to write an evaluation nor how to justify recommendations. Some perhaps did not spend enough time planning their responses and were unable to provide a logical and coherent evaluation. Making full use of and scrutinising all elements of the cruise itineraries was also a weak area.

Other common weaknesses that hindered achievement of the higher marks:

- Responses that reproduced each itinerary word for word. Some wrote pages and pages of details of what customers could day on every day of each itinerary. This does not meet the task requirements and where lifted entirely with no interpretation gained no marks. There was an improvement on the last series and this was less prevalent.
- Responses that tended to be a few summative sentences that were generic (focusing on how long the break was for, overall cost, time of year, weather in Caribbean). Many learners did not evaluate so would mainly make statements such as 'a disadvantage is the age restrictions on the activities' (they needed to explain why this is a disadvantage i.e. what the implications are for the family).
- Overly long responses, with 16 marks available learners should be wary of spending too long on this activity. Where extra pages had been attached and used to rewrite the itineraries learners are advised this is not needed and reduces the time available to complete the other activities
- Little or no attempt at being selective with the information provided. Part of the skill needed throughout this assessment requires applying knowledge to discriminate between all that is provided and recognising the key details to extract. Many just focused on the transport and overlooked the sleeping arrangements and excursions for instance.
- Recommending one option as the most suitable with no reference to the other options, nor how the decision had been reached. This may have been a timing issue but best avoided all three should be evaluated.
- Responses that did not compare the three options in terms of customer needs. Often each itinerary was considered in turn with simple statements 'this is an advantages because it's the cheapest' – learners needed to expand and say why this was a benefit for the customers compared to other options.
- Disjointed, fragmented responses that were repetitive did not reflect the need for an email where arrows, lines, * used to denote a further point elsewhere. Some preplanning would avoid this. Learners could use the answer space to plan or make notes on the itineraries.
- Responses where no recommendation was provided. Whilst fewer than previous, some learners missed the second part of the activity and did not provide a recommendation of the most suitable option. Examiners had to scrutinise responses to see if a final choice could be inferred. Even where recommendations were given these often were too superficial and consisted of one sentence 'I think option 2 is the most suitable'

Where the higher marks were achieved learners had clearly identified

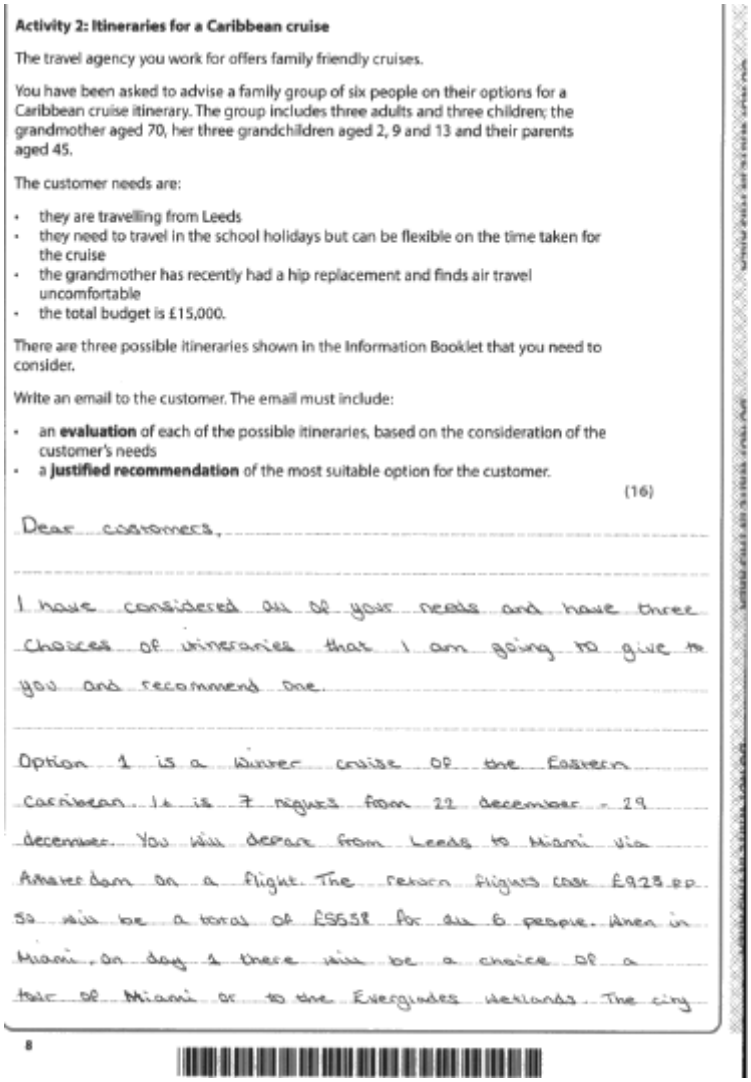
the most important customer needs and responded appropriately. A number of responses where the highest marks were awarded tended to provide both a narrative of the overall option (without lengthy description) and evaluation specific to a range of the customers' needs e.g. ages of the different children. For example:

"Option 1 has several disadvantages to consider. One disadvantage is a number of the excursions have age restrictions so at your first port stop on day 4 the Kayak adventure is only suitable for the 13-year-old meaning that not all the family can do this. Even the jeep tour excludes the 2-year-old meaning the family would be split up on your holiday together. If you did want to take advantage of an organised excursion the boat tour would keep the whole family together or you could explore St. Maarten on your own but do take advice about where to go and not go."

Other factors that contributed to the higher marks being awarded:

- Responses that considered the positives/benefits/advantages/good aspects and negatives of all three itineraries on their own merit, rather than repeating same positive and negatives from other itineraries.
- Where learners recognised the less obvious, unstated customer needs such as the parents need for a holiday/rest/free time.
- Knowing what was required for an evaluation, organising thoughts with some plan regarding the content and structure of email responses.
- Responses that considered a range of needs and matched to features of the itineraries including the grandmother, the toddler, the ages of the children, impact on missing school, pros/cons of spending Christmas away from the rest of the family/overseas, length of trip in relation to cost
- Responses that included a justified recommendation. Some learners summarised the main positives of the chosen option with reference to the customers' specific needs/requirements and compared these against the overall advantages and disadvantages of the discounted options.

This response gained 7 marks



Activity 2: Itineraries for a Caribbean cruise

The travel agency you work for offers family friendly cruises.

You have been asked to advise a family group of six people on their options for a Caribbean cruise itinerary. The group includes three adults and three children; the grandmother aged 70, her three grandchildren aged 2, 9 and 13 and their parents aged 45.

The customer needs are:

- they are travelling from Leeds
- they need to travel in the school holidays but can be flexible on the time taken for the cruise
- the grandmother has recently had a hip replacement and finds air travel uncomfortable
- the total budget is £15,000.

There are three possible itineraries shown in the Information Booklet that you need to consider.

Write an email to the customer. The email must include:

- an **evaluation** of each of the possible itineraries, based on the consideration of the customer's needs
- a **justified recommendation** of the most suitable option for the customer.

(16)

Dear customers,

I have considered all of your needs and have three choices of itineraries that I am going to give to you and recommend one.

Option 1 is a River cruise of the Eastern Caribbean. It is 7 nights from 22 December - 29 December. You will depart from Leeds to Miami via Amsterdam on a flight. The return flights cost £928.00 so will be a total of £5568 for all 6 people. When in Miami, on day 1 there will be a choice of a tour of Miami or to the Everglades National. The city

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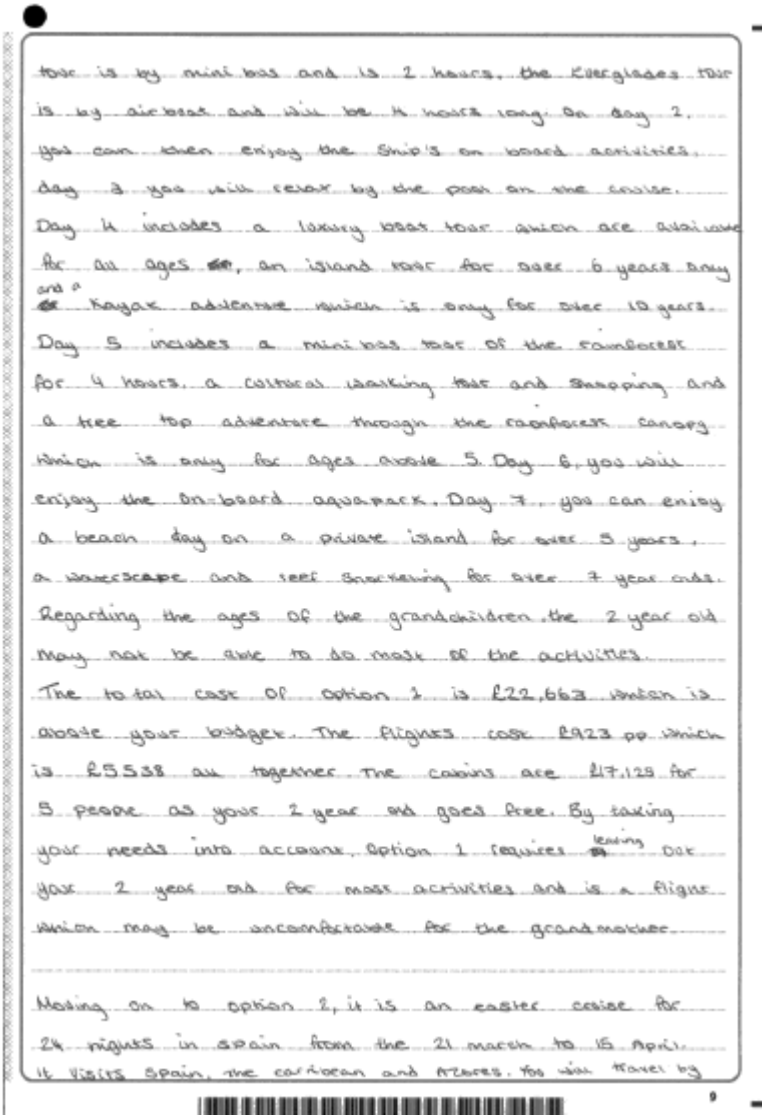
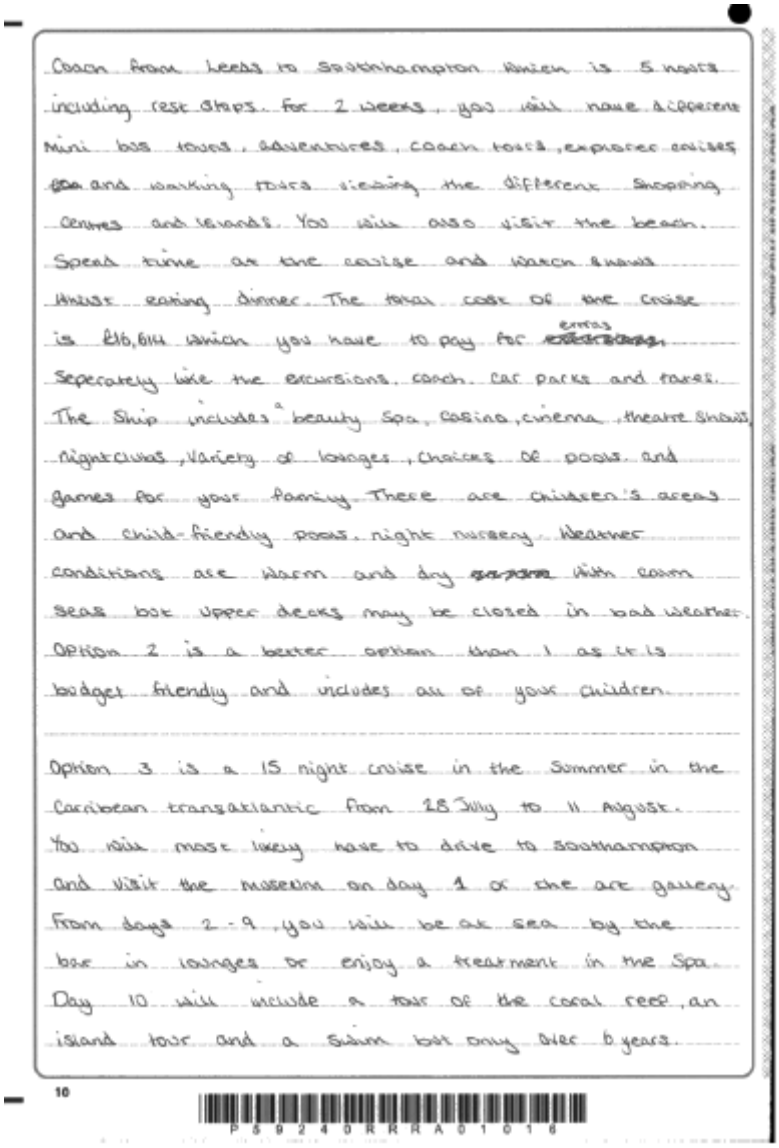


tour is by mini bus and is 2 hours, the Eurotunnel tour is by aircraft and will be 4 hours long. On day 2, you can then enjoy the ship's on board activities, day 3 you will relax by the pool on the cruise. Day 4 includes a luxury boat tour which are available for all ages, an island tour for ages 6 years and up and a kayak adventure which is only for ages 10 years. Day 5 includes a mini bus tour of the rainforest for 4 hours, a cultural walking tour and shopping and a tree top adventure through the rainforest canopy which is only for ages aside 5. Day 6, you will enjoy the on-board aquapark. Day 7, you can enjoy a beach day on a private island for over 5 years, a watersports and reef snorkeling for over 7 year olds. Regarding the ages of the grandchildren, the 2 year old may not be able to do most of the activities. The total cost of option 1 is £22,663 which is inside your budget. The flights cost £923 pp which is £5538 all together. The cabins are £17,125 for 5 people as your 2 year old goes free. By taking your needs into account, option 1 requires leaving out your 2 year old for most activities and is a flight which may be uncomfortable for the grandmother.

Moving on to option 2, it is an easter cruise for 24 nights in spain from the 21 march to 15 April. It visits Spain, the caribbean and Azores. You will travel by



Coach from Leeds to Southampton which is 5 hours including rest stops. For 2 weeks, you will have different mini bus tours, adventures, coach tours, explored cruises and walking tours visiting the different shopping centres and islands. You will also visit the beach. Spend time on the cruise and watch shows whilst eating dinner. The total cost of the cruise is £16,614 which you have to pay for ~~everything~~ extras seperately like the excursions, coach, car parks and travel. The ship includes a beauty spa, casino, cinema, theatre shows, nightclubs, variety of lounges, choices of foods and games for your family. There are children's areas and child-friendly foods, night nursery. Weather conditions are warm and dry ~~during~~ with calm seas but upper decks may be closed in bad weather. Option 2 is a better option than 1 as it is budget friendly and includes all of your children.

Option 3 is a 15 night cruise in the Summer in the Caribbean transatlantic from 28 July to 11 August. You will most likely have to drive to Southampton and visit the museum on day 1 of the art gallery. From days 2-9, you will be at sea by the pool in lounges or enjoy a treatment in the Spa. Day 10 will include a tour of the coral reef, an island tour and a swim but only over 6 years.

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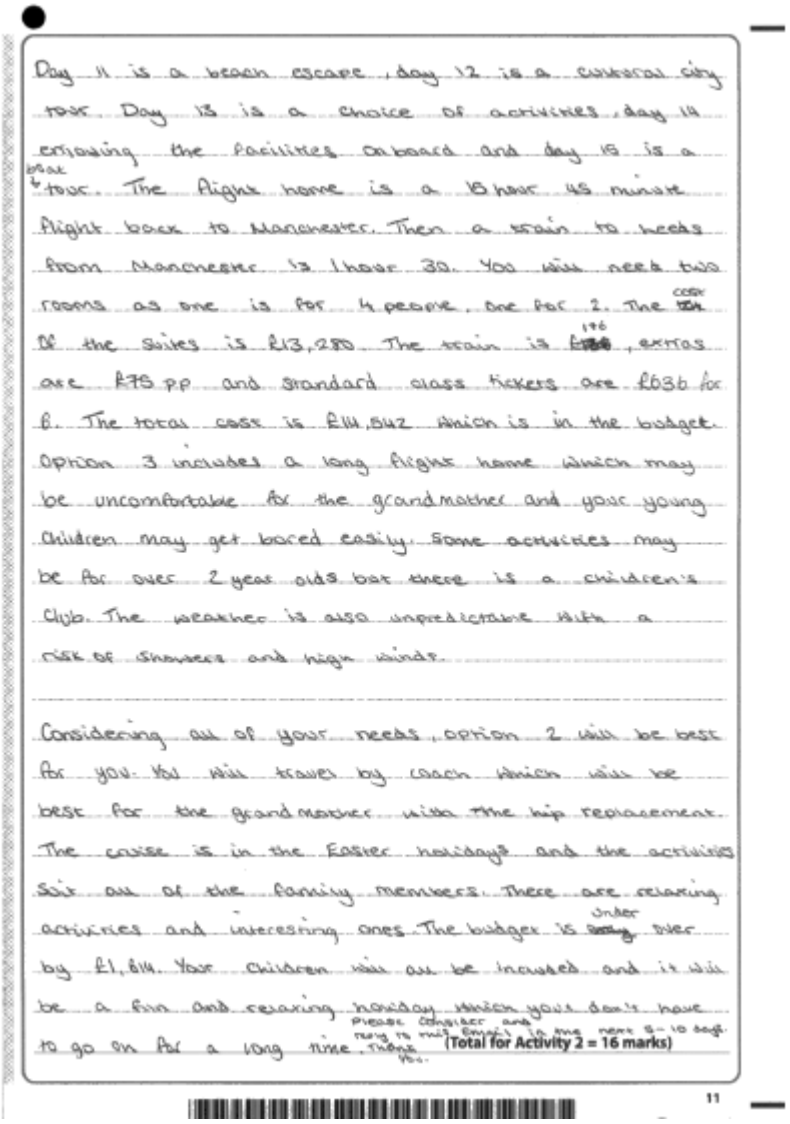

Day 11 is a beach escape, day 12 is a cultural city tour. Day 13 is a choice of activities, day 14 enjoying the facilities on board and day 15 is a sea tour. The flight home is a 15 hour 45 minute flight back to Manchester. Then a train to Leeds from Manchester is 1 hour 30. You will need two rooms as one is for 4 people, one for 2. The cost of the suites is £13,280. The train is £196, extras are £75 pp and standard class tickets are £636 for 6. The total cost is £14,842 which is in the budget. Option 3 includes a long flight home which may be uncomfortable for the grandmother and your young children may get bored easily. Some activities may be for over 2 year olds but there is a children's club. The weather is also unpredictable with a risk of showers and high winds.

Considering all of your needs, option 2 will be best for you. You will travel by coach which will be best for the grandmother with the hip replacement. The cruise is in the Easter holidays and the activities suit all of the family members. There are relaxing activities and interesting ones. The budget is under by £1,614. Your children will all be included and it will be a fun and relaxing holiday which you don't have to go on for a long time. Please consider and reply to this email in the next 5–10 days. Thank you.

(Total for Activity 2 = 16 marks)

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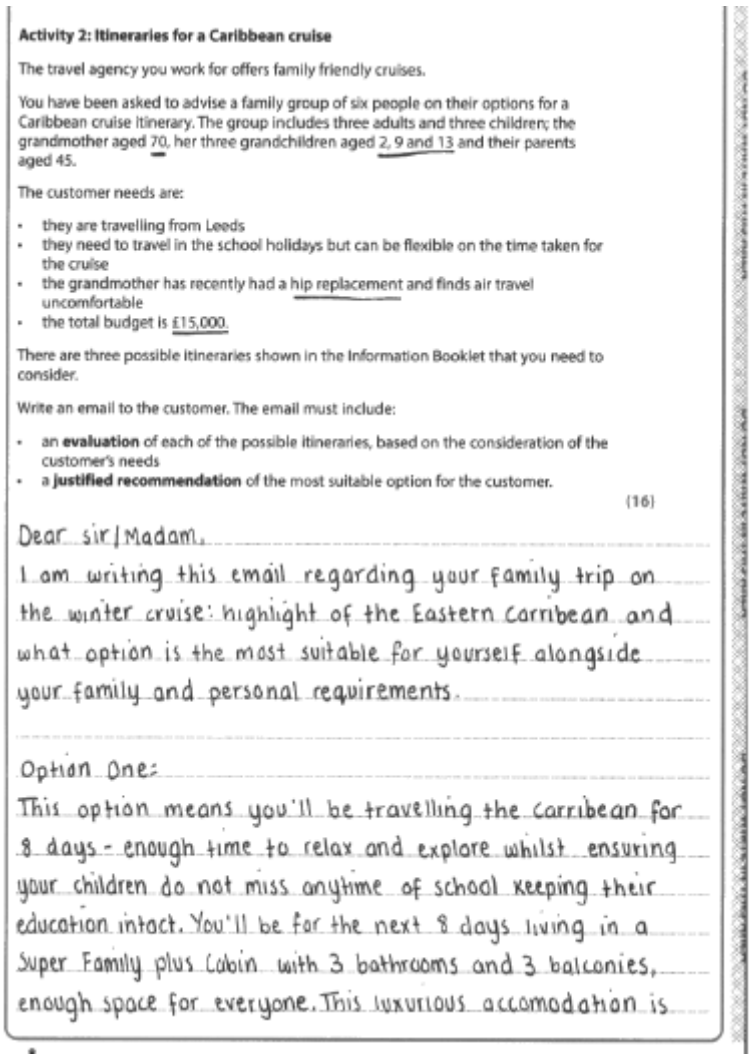
This is an example of a largely descriptive response. There is a description of each itinerary option with details largely for each day, some listing of facilities and activities. Some aspects have been 'lifted' diurectly from the stimulus. After each option is described there is some evaluation linked to stated customer needs – largely budget, grandmother's hip, ages of the children and possible restrictions. A recommendation of the most suitable option is provided with some justification.

Overall the learner has provided a partially developed evaluation with a few links between customer needs and the cruise itineraries and a reasoned recommendation.

This response gained 15 marks



Activity 2: Itineraries for a Caribbean cruise

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You have been asked to advise a family group of six people on their options for a Caribbean cruise itinerary. The group includes three adults and three children; the grandmother aged 70, her three grandchildren aged 2, 9 and 13 and their parents aged 45.

The customer needs are:

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- the total budget is £15,000.

There are three possible itineraries shown in the Information Booklet that you need to consider.

Write an email to the customer. The email must include:

- an **evaluation** of each of the possible itineraries, based on the consideration of the customer's needs
- a **justified recommendation** of the most suitable option for the customer.

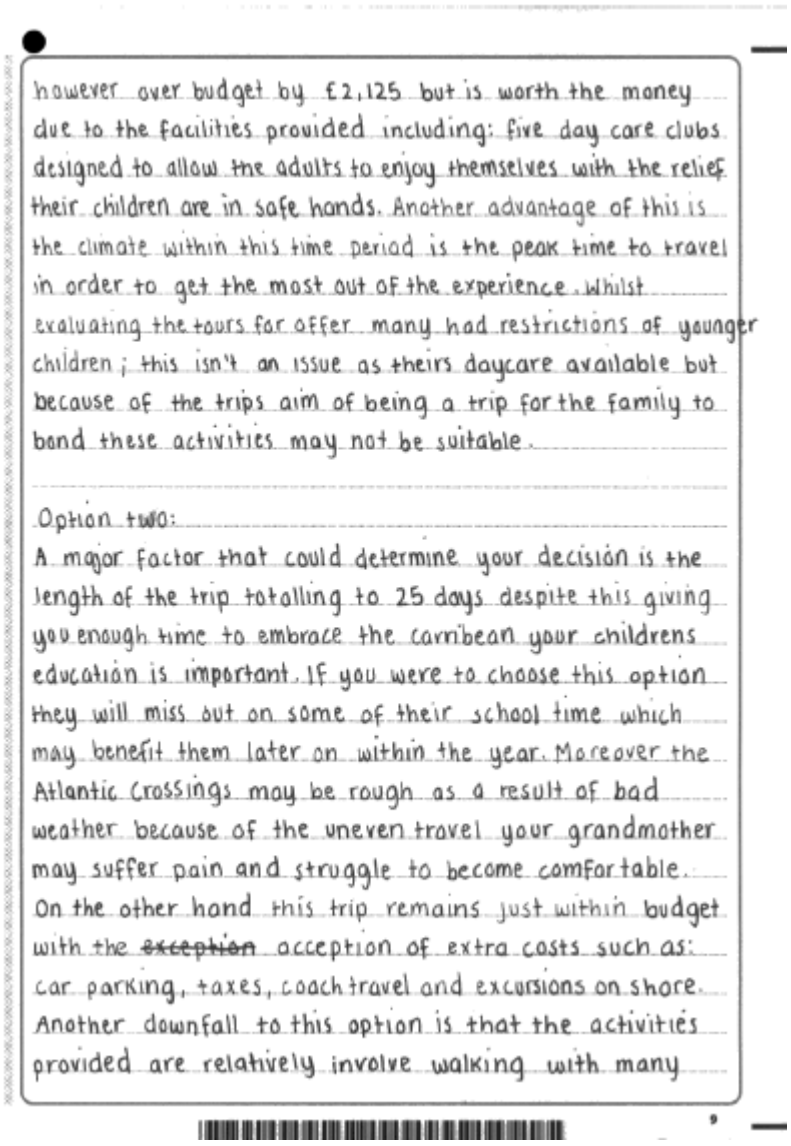
(16)

Dear sir/Madam,

I am writing this email regarding your family trip on the winter cruise: highlight of the Eastern Carribean and what option is the most suitable for yourself alongside your family and personal requirements.

Option One:

This option means you'll be travelling the Carribean for 8 days - enough time to relax and explore whilst ensuring your children do not miss anytime of school keeping their education intact. You'll be for the next 8 days living in a Super Family plus Cabin with 3 bathrooms and 3 balconies, enough space for everyone. This luxurious accomodation is



however over budget by £2,125 but is worth the money due to the facilities provided including: five day care clubs designed to allow the adults to enjoy themselves with the relief their children are in safe hands. Another advantage of this is the climate within this time period is the peak time to travel in order to get the most out of the experience. Whilst evaluating the tours for offer many had restrictions of younger children; this isn't an issue as theirs daycare available but because of the trips aim of being a trip for the family to bond these activities may not be suitable.

Option two:

A major factor that could determine your decision is the length of the trip totalling to 25 days despite this giving you enough time to embrace the carribean your childrens education is important. If you were to choose this option they will miss out on some of their school time which may benefit them later on within the year. Moreover the Atlantic Crossings may be rough as a result of bad weather because of the uneven travel your grandmother may suffer pain and struggle to become comfortable. On the other hand this trip remains just within budget with the ~~exception~~ acception of extra costs such as: car parking, taxes, coach travel and excursions on shore. Another downfall to this option is that the activities provided are relatively involve walking with many

trails possibly being complicated to comfortably travel on. These are unsuitable for the elderly member of your group as a result of her age and hip replacement. As-well-as this some of the activities up for offer have restrictions on younger children, health and height which can lead to complications and unwanted stress during what's suppose to be your relaxation time.

Option three:

Within this option many more activities are available for all the family apart from a few but alternative options are also put in place just in-case an member chooses not to take part. The time of year you'll be travelling within is usually hot and humid by theres a chance you may experience small showers over the 15 days. This time period is the most suitable for you and your family as it gives you enough time to fully take in the whole of the Carribean and more without the worry of missing time out of school and damaging your education. An advantage of this would be the money saving on the budget which could contribute to other ideas that impact this holiday and determines the fait of it. Like-wise to option one this gives you the option of daycare for a small fee off £4 - maximum £6 - this may come in helpful for when the adults want some time to themselves or even the few activities the children may be

10

P 5 9 2 4 0 R R R A 0 1 0 1 6

restricted to take part in.

In conclusion I would recommend option three this is because it's the cheapest, has a reasonable time period to travel in and majority of the activities are suitable for all ~~rather~~ compared to the other options which only took adults needs into consideration. The facilities ~~for~~ that can be used are also a positive as it can free up time for the adults as-well-as make your trip better all round.

Yours truly,

This is an example of an evaluative response. The learner has extracted the most relevant details from each option and considers a range of stated and unstated needs specific for each option. The response is fully focused on the customer needs throughout. A recommendation is provided with some justification.

Overall this is a comprehensive evaluation that considers a range of relevant evidence linked to arguments for and against each option. Sustained links are made to specific and general customer needs. A justified recommendation is given, more detail could have been provided here and the recommendation could be more comparative using relevant evidence from the other options to support the judgement made.

This example is also useful to show that high marks can be achieved within the answer space provided.

Activity 3

In Part A learners were required to research four given factors that could potentially affect the popularity of Turkey as a tourist destination, as preparation for Activity 3. In Part B, in the Set Task for Activity 3 learners were given a brief scenario and were required to use their research notes on Turkey and the case study information on Egypt (given in the Information Booklet) to write a report on both destinations. The report had to include an evaluation of the influence of publicity on the changing popularity and appeal of Turkey and Egypt and a justified recommendation for either Turkey or Egypt as the destination the travel agency should reintroduce. The report should have referred to how the changing popularity and appeal of Turkey and Egypt may be affected by civil unrest/of the threat of terrorist attacks and reason for travel.

This activity was worth 24 marks, the most on the paper. Of the 24 marks, 16 marks were available for the evaluation and recommendation and 8 marks were available for synthesising ideas and evidence to support recommendations.

On the whole, learners performed well, particularly as they were presented with Egypt during the exam. It was good to see that there were fewer responses with lengthy descriptive information about a country's location this series and many learners gave a brief locational

description to support their introduction. This suggests that centres are accessing the Lead Examiner report and guiding learners appropriately. Overall, a range of responses were seen and marks across the four mark bands were accessed. The majority of learners gained mark band 2 or mark band 3 marks

One common weakness was that many learners did not evaluate the evidence provided to them on Egypt, they simply copied the information from the stimulus material making higher marks more difficult as their answers were unbalanced and biased. They should be guided of the need to rework the information into a structured response; in this case focused on the effect of publicity (negative and positive) on changing popularity and appeal. Some weaker responses applied a structure based on their research topics and used headings of reason for travel, safety and security, publicity and visitor numbers from 2011 so limiting the potential for a more holistic, evaluative response.

Other common issues:

- Timing – some blank, short, lists and incomplete responses were seen such as those that wrote only about Turkey and/or did not include a recommendation
- Responses that described each country rather than making links and comparisons, considering positive and negative effects and drawing all the evidence together to produce an evaluation
- Unstructured and unplanned responses lacking focus and over-reliance on rewriting research notes and case study
- Where reasonable research on Turkey was evident but learners were not selective in its use.
- Limited development of points identified and/or lack of focus on changing popularity and appeal for instance identifying a negative factor but then not explaining how this would affect the popularity and appeal

Where the higher marks were awarded, learners were able to discriminate and make appropriate selections from researched information on Turkey and the information on Egypt in the Information Booklet. Importantly this relevant information was utilised to support clear points and ideas made. Good responses were set within a clear, overarching structure that addressed how publicity for reasons for travel and terrorism/civil unrest has/can affect each country's popularity and appeal (both in terms of perceptions of potential visitors and possible link to visitor numbers).

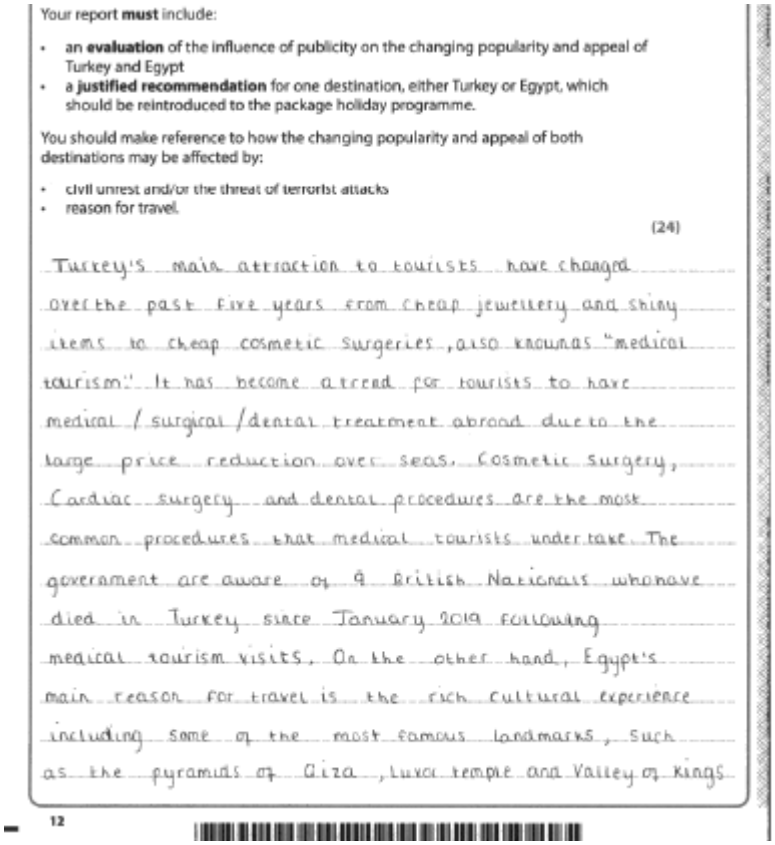
The more able realised that the focus of the report was 'publicity' and

how it affects changing popularity and appeal. These used lots of current media examples such as the importance of social media personalities and global advertising campaigns to improve and widen the audience/reach.

Similarly, it was evident in the best responses that learners were prepared and had understood the requirements of the activity that required an evaluation of the influence of the factors on both countries. Some considered the relative importance of factors and some demonstrated an awareness that the threat of terrorist attacks was more of a threat to tourists visiting Egypt but suggested that security measures were in place and potentially could be managed in tourist hotspots compared to threats in Turkey.

Overall a good mix of recommendations for both Egypt and Turkey were seen, despite Egypt only being presented on the day. Some commented that threats of attacks could negatively affect both countries and suggested reintroducing Egypt for its year round sun and iconic attractions; others proposed Turkey on the basis visitor numbers were higher and that they had done more to create positive publicity. Others suggested that Turkey didn't need extra tourists as they already had more than Egypt and that Egypt's climate was better all year round compared to the seasonality of Turkey - again this shows good observations in a short space of time.

This response gained 11 marks (7 marks for Evaluation/Recommendation and 4 marks for Synthesis):



Your report **must** include:

- an **evaluation** of the influence of publicity on the changing popularity and appeal of Turkey and Egypt
- a **justified recommendation** for one destination, either Turkey or Egypt, which should be reintroduced to the package holiday programme.

You should make reference to how the changing popularity and appeal of both destinations may be affected by:

- civil unrest and/or the threat of terrorist attacks
- reason for travel.

(24)

Turkey's main attraction to tourists have chnaged over the past five years from cheap jewellery and shiny items to cheap cosmetic surgeries, also knownas "medical tourism". It has become a trend for tourists to have medical / surgical / dental treatment abroad due to the large price reduction over seas. Cosmetic surgery, Cardiac surgery and dental procedures are the most common procedures that medical tourists undertake. The goverament are aware of 9 British Nationals whohave died in Turkey since January 2019 following medical tourism visits. On the other hand, Egypt's main reason for travel is the rich cultural experience including some of the most famous landmarks, such as the pyramids of Giza, Luxor temple and Valley of Kings

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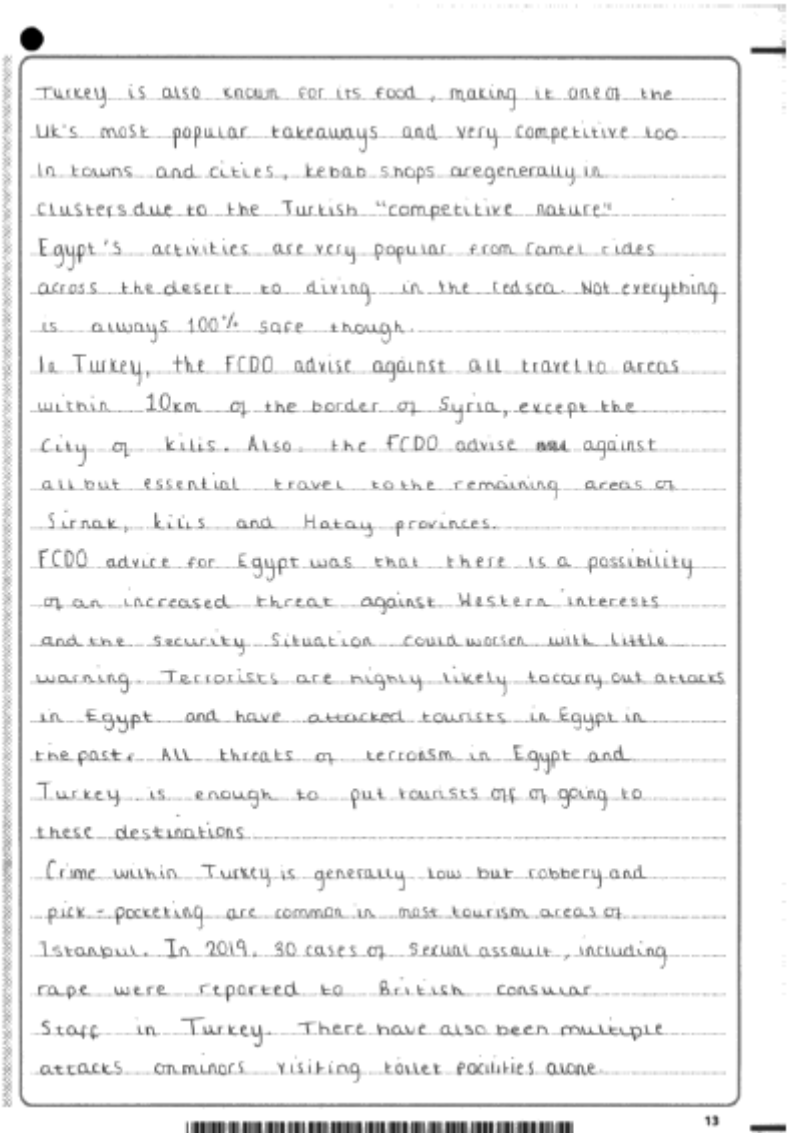

Turkey is also known for its food, making it one of the UK's most popular takeaways and very competitive too. In towns and cities, kebab shops are generally in clusters due to the Turkish "competitive nature"

Egypt's activities are very popular from camel rides across the desert to diving in the red sea. Not everything is always 100% safe though.

In Turkey, the FCDO advise against all travel to areas within 10km of the border of Syria, except the city of Kilis. Also, the FCDO advise against all but essential travel to the remaining areas of Sirnak, Kilis and Hatay provinces.

FCDO advice for Egypt was that there is a possibility of an increased threat against Western interests and the security situation could worsen with little warning. Terrorists are highly likely to carry out attacks in Egypt and have attacked tourists in Egypt in the past. All threats of terrorism in Egypt and Turkey is enough to put tourists off of going to these destinations.

Crime within Turkey is generally low but robbery and pick-pocketing are common in most tourism areas of Istanbul. In 2019, 90 cases of sexual assault, including rape were reported to British consular staff in Turkey. There have also been multiple attacks on minors visiting toilet facilities alone.

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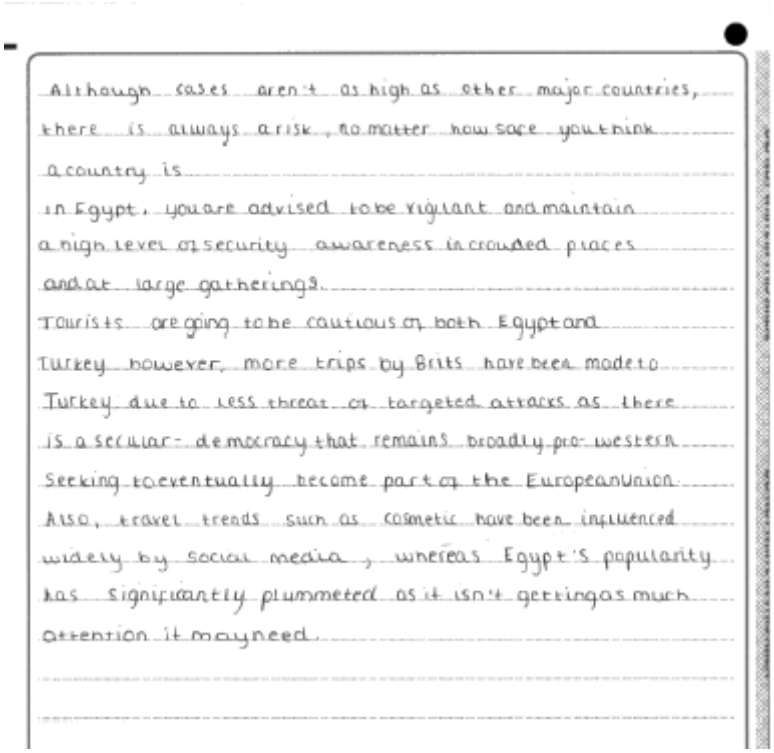


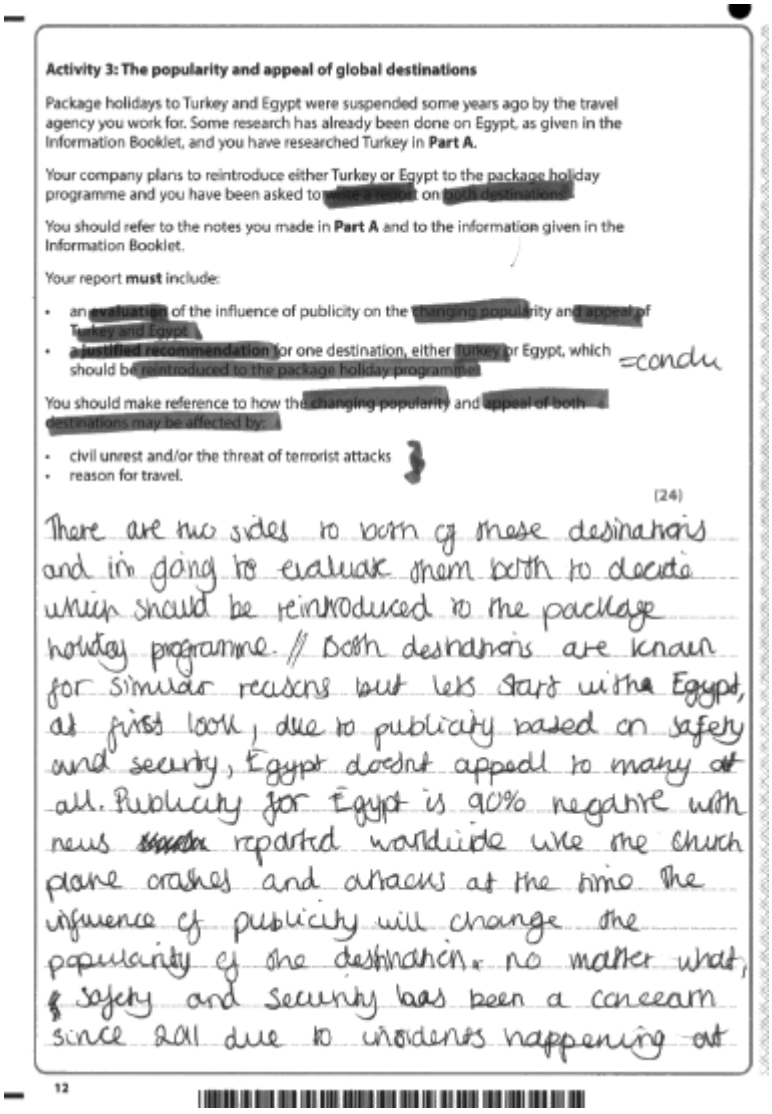
Although cases aren't as high as other major countries, there is always a risk, no matter how safe you think a country is.
In Egypt, you are advised to be vigilant and maintain a high level of security awareness in crowded places and at large gatherings.
Tourists are going to be cautious of both Egypt and Turkey however, more trips by Brits have been made to Turkey due to less threat of targeted attacks as there is a secular- democracy that remains broadly pro- western seeking to eventually become part of the European Union.
Also, travel trends such as cosmetic have been influenced widely by social media, whereas Egypt's popularity has significantly plummeted as it isn't getting as much attention it may need.

The evidence compares reasons for travel and the popularity of both Turkey and Egypt. There is also some consideration of FCDO advice to both which is largely descriptive but there is some reasoning/judgement evident. The learner recommends Turkey with some justification provided.

Overall both countries are considered, the evaluation is partially developed with some comparison of popularity. The learner provides evidence of own research and makes links to the case study information. There is evidence of appropriate information being selected and an attempt to justify recommendation with supporting evidence. The response is well reasoned with relevant research and points made. The evidence shows a partial synthesis of information with partial links drawn from own knowledge, research on Turkey and the information on Egypt.

It is worth highlighting that a clear, structured and concise report can achieve reasonable marks.

This response gained 15 marks (10 marks for the Evaluation/Recommendation and 5 marks for Synthesis):



Activity 3: The popularity and appeal of global destinations

Package holidays to Turkey and Egypt were suspended some years ago by the travel agency you work for. Some research has already been done on Egypt, as given in the Information Booklet, and you have researched Turkey in **Part A.**

Your company plans to reintroduce either Turkey or Egypt to the package holiday programme and you have been asked to write a report on both destinations.

You should refer to the notes you made in **Part A** and to the information given in the Information Booklet.

Your report **must** include:

- an evaluation of the influence of publicity on the changing popularity and appeal of Turkey and Egypt
- a justified recommendation for one destination, either Turkey or Egypt, which should be reintroduced to the package holiday programme =conclu

You should make reference to how the changing popularity and appeal of both destinations may be affected by:

- civil unrest and/or the threat of terrorist attacks
- reason for travel.

(24)

There are two sides to both of these destinations and im going to evaluate them both to decide which should be reintroduced to the package holiday programme. // Both destinations are known for similar reasons but lets start with Egypt, at first look, due to publicity based on safety and security, Egypt doesnt appeal to many at all. Publicity for Egypt is 90% negative with news reported worldwide like the Church plane crashes and attacks at the time the influence of publicity will change the popularity of the destination no matter what, safety and security has been a concearn since 2011 due to incidents happening out

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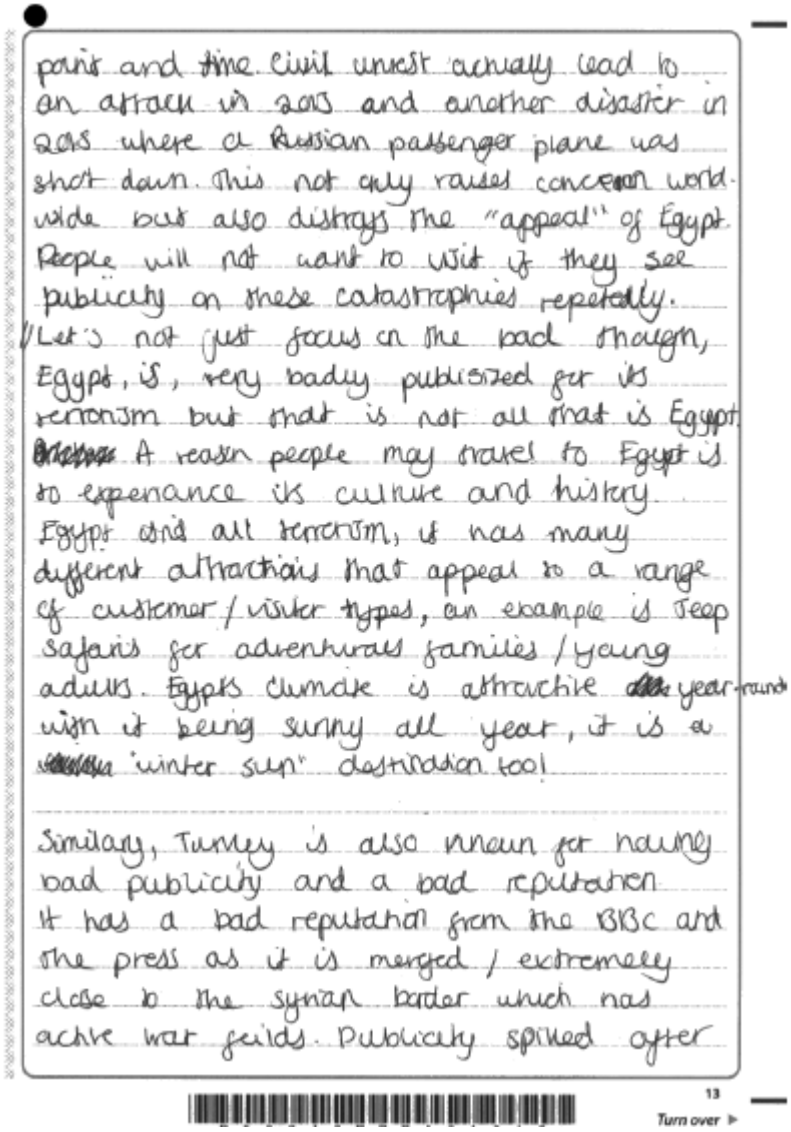

points and time. Civil unrest actually lead to an attack in 2015 and another disaster in 2015 where a Russian passenger plane was shot down. This not only raised concern world-wide but also distroys the "appeal" of Egypt. People will not want to visit if they see publicity on these catastrophies repeatedly.

Let's not just focus on the bad though, Egypt, is, very badly publicised for its terrorism but that is not all that is Egypt. A reason people may travel to Egypt is to experance its culture and history. Egypt isn't all terrorism, it has many different attractions that appeal to a range of customer / visitor types, an example is Jeep safaris for adventurous families / young adults. Egypts climate is attractive year-round with it being sunny all year, it is a "winter sun" destination too!

Similary, Turkey is also known for having bad publicity and a bad reputation. It has a bad reputation from the BBC and the press as it is merged / extremely close to the syrian border which has active war fields. Publicity spiked after

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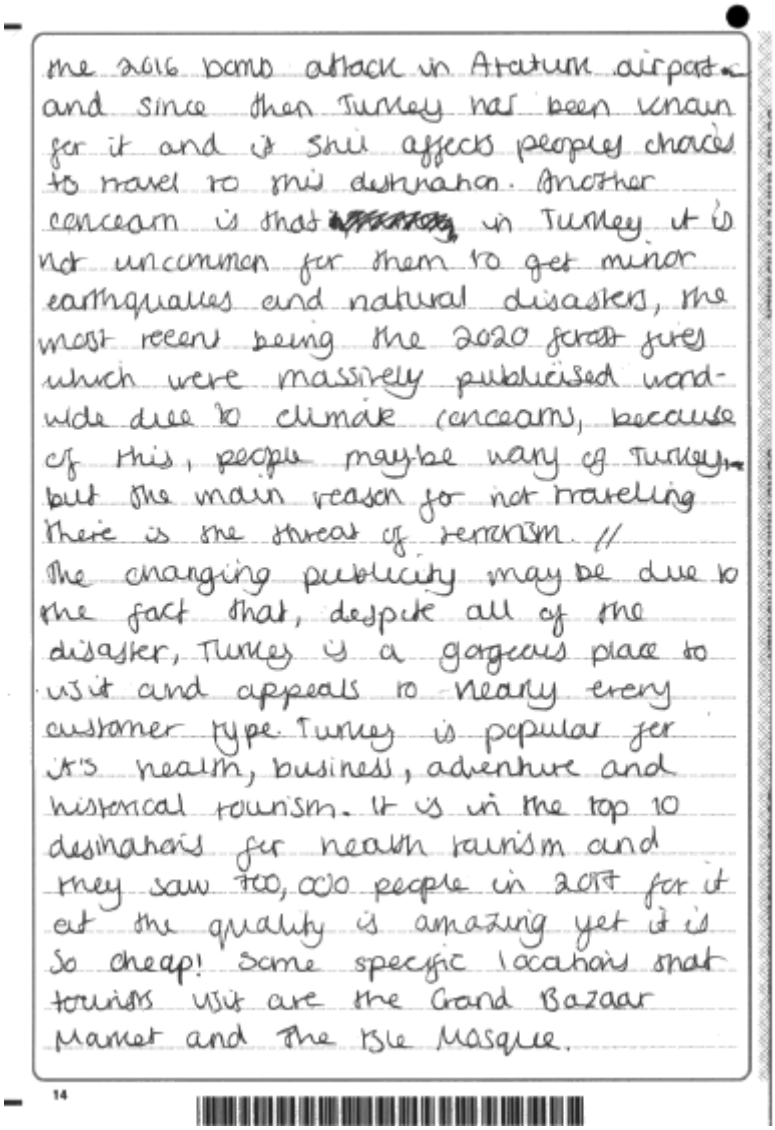
Turn over ▶



the 2016 bomb attack in Ataturk airport and since then Turkey has been known for it and it still affects peoples choices to travel to this destination. Another concern is that [redacted] in Turkey it is not uncommon for them to get minor earthquakes and natural disasters, the most recent being the 2020 forest fires which were massively publicised world-wide due to climate concerns, because of this, people maybe wary of Turkey, but the main reason for not travelling there is the threat of terrorism. //

The changing publicity may be due to the fact that, despite all of the disaster, Turkey is a gorgeous place to visit and appeals to nearly every customer type. Turkey is popular for it's health, business, adventure and historical tourism. It is in the top 10 destinations for health tourism and they saw 700,000 people in 2017 for it as the quality is amazing yet it is so cheap! Some specific locations that tourists visit are the Grand Bazaar Market and the Isle Masque.

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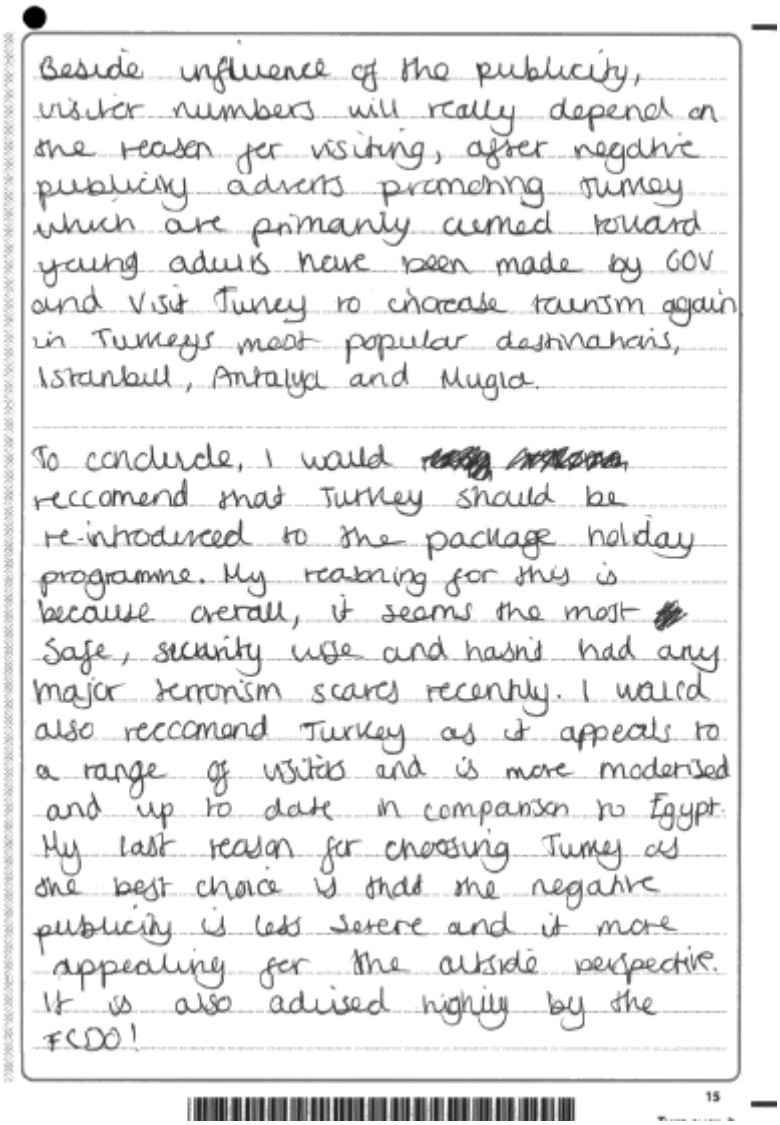

Beside influence of the publicity, visitor numbers will really depend on the reason for visiting, after negative publicity adverts promoting Turkey which are primarily aimed toward young adults have been made by GOV and Visit Turkey to increase tourism again in Turkeys most popular destinations, Istanbul, Antalya and Mugla.

To conclude, I would [redacted] reccomend that Turkey should be re-introduced to the package holiday programme. My reasoning for this is because overall, it seems the most [redacted] safe, security wise and hasn't had any major terrorism scares recently. I would also reccomend Turkey as it appeals to a range of visitors and is more modernised and up to date in comparison to Egypt. My last reason for choosing Turkey as the best choice is that the negative publicity is less severe and it more appealing for the outside perspective. It is also advised highly by the FCDO!

A well reasoned response that is very much focused on publicity. The learner provides appropriate research evidence for Turkey and selects relevant details from the case study on Egypt. There is some good judgement on the popularity of Turkey supported with details from research. There is a recommendation with some supporting evidence to justify.

This is a developed evaluation with consideration of competing arguments of the factors. Research evidence and use of the case study are mostly focused on popularity and specific details are provided. There is some justifcaion of the recommendation. The evidence shows developed and coherent synthesis with sustained links drawn from own knowledge, research on Turkey and the information on Egypt.

Summary

Based on their performance of this task based external assessment, learners should:

1. When conducting your research in Part A aim to gather specific details such as names of places, locations, facilities, projects, data etc. Also aim for balance so you have similar amounts of research for each 'feature/aspect' or 'factor' you have been asked to research
2. Plan your time in advance – look at the marks available for each activity and the length of the exam. Work out how much time you should spend on each activity. Practice writing under pressure so you know how much you can write in a set time such as 30 minutes
3. Read, absorb, plan. For each activity, decide how much time you will need to simply read and absorb the information provided. Allow time to make notes/underline key points in your own research, the information booklet and the paper as appropriate to select the relevant information and time to create a plan for your answer.
4. Keep an eye on the time and stick to your plan in the formal assessment/exam. Never leave an activity blank, no response = no marks!
5. In the formal assessment itself, take a breath, pause to consider the requirements of each activity before writing anything. Underline key words, check for emboldened words 'must' etc; is it a report, article, email, write as appropriate
6. Improve exam technique and know what you need to do for each activity (1) be selective in what information you use (2) link the information selected to what is required in the question and (3) produce a conclusion/recommendation with reasons, link back to the focus of the activity.
7. Practice skills - how to synthesise information from different sources and know how to combine all this information with your knowledge and different ideas/views into a logical and coherent extended open response answer.
8. Practice skills - how to produce an evaluation for Activity 2 and 3. Practice making comparisons, identifying benefits/positives and disadvantages/negatives and then expand and develop on these by adding detail to link to the task requirements; know how to draw upon your ideas to produce a justified recommendation. Know what evidence to include to support your conclusions.
9. Practice skills – how to write concise accounts, summarise information using your own words. In the exam avoid long winded, unstructured, unfocused answers and do not rewrite notes and material provided. There needs to be an element of planning, organizing your thoughts

and being focused on the specific task requirements so allow time for this. Examiners will be looking quality not quantity!

10. Organise thoughts and structure your answers. Use an introductory paragraph linked to the activity/destinations and a concluding paragraph at the end. Give the article/report a title to help you stay focused. Use subheadings and paragraphs to add order and cohesion to your answer. Avoid whole pages of continuous text. Break up the text and organize your ideas into a logical 'flow', with one paragraph per topic/factor.

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